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ABSTRACT

The handbook for preschool teachers and aides presents job descriptions and outlines school regulations and procedures of the San Ysidro Preschool Program. Job descriptions cover the responsibilities of teachers and aides in such areas as pupil progress, learning environment, professional competence, adjunct duties, and personal qualities. School regulations regarding legal responsibilities, ethics, program activities/costumes, teacher and aide schedules, staff lunch, staff lounge, preschool inservice, school visitations, and home visits are provided. Detailed instructions for recordkeeping of attendance and absences, student cumulative data, and individualized development charts are supplemented by appendices containing the appropriate forms. Descriptions of special services such as health, meals, and transportation cover physical examinations, immunizations, daily health inspection, health education, report of accidents, children's lunches and snacks, and regulations for bus children. Guidance in field trip activiites, testing and review procedures, parent-teacher relationships and meetings, and use of school supplies, equipment, and library materials is also provided. (MM)

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San Ysidro School District

PRESCHOOL

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STAFF HANDBOOK

RC014693

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Revised October 1983

SAN YSIDRO SCHOOL DISTRICT

PRESCHOOL REGULATIONS AND PROCEDURES

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PREFACE

This handbook has been compiled to serve as a specific reference for the preschool staff. These requirements and procedures relate only to the San Ysidro Preschool Program.

There are also the Teachers, Classified and Para-professional Rules and Regulations handbooks which have other information you may need on Board Policies, Administration Directives, and provisions of the Education Code.

In this handbook the word "teacher" is used to include all permit teachers.

PERMIT PRESCHOOL TEACHER--JOB DESCRIPTION

Under the direction of the school and/or program director the permit preschool teacher is responsible for the instruction and supervision of children enrolled in the preschool program.

AREAS OF SPECIFIC RESPONSIBILITY

Pupil Progress

1. The teacher tests pupil's performance abilities.
2. The teacher maintains records on each pupil's performance.
3. The teacher plans instructional activities to meet the objectives of the preschool program.
4. The teacher plans learning experiences to meet individual differences.
5. The teacher uses available district data information for each pupil and develops procedures to learn more about the pupil's home life.
6. The teacher selects appropriate teaching materials for individuals and/or groups.
7. The teacher evaluates pupil progress in relation to short and long range objectives. Bases judgment on observations and objective information.
8. The teacher maintains continuity of instruction in day to day lesson planning.
9. The teacher communicates information to pupils about their performance.

Learning Environment

1. The teacher demonstrates the ability to maintain classroom control.
2. The teacher maintains a healthy physical environment--checks on lighting, temperature, ventilation, and is alert to safety factors.
3. The teacher communicates effectively and appropriately with pupils.
4. The teacher develops the interests of pupils.
5. The teacher relates school learning to the child's world.
6. The teacher motivates pupils through a variety of techniques.
7. The teacher demonstrates skill in asking and answering questions-develops skill in guiding discussions.
8. The teacher uses available resources and services for the instructional program.

9. The teacher exercises care in the use of the room, equipment, and materials.

10. The teacher utilizes the teacher-aide effectively.

Professional Competence

1. The teacher's schedule and program reflects the philosophy adopted by the district.

2. The teacher develops and prepares materials for unit teaching and daily lessons prior to use.

3. The teacher seeks and takes opportunities to better himself professionally and educationally.

4. The teacher adheres to professional ethics.

5. The teacher gives understandable directions, demonstrations and explanations.

6. The teacher uses vocabulary suitable to developmental level of pupils.

7. The teacher works cooperatively and communicates effectively with other staff members.

8. The teacher understands the important concepts of the preschool program.

9. The teacher effectively carries out the regulations and procedures as contained in the preschool staff handbook.

Adjunct Duties

1. The teacher is required to participate in all Preschool/Child Care Center activities and is encouraged to attend other district/community activities.

2. The teacher maintains promptness and accuracy in making reports and keeping records.

3. The teacher conducts daily health inspections and makes referrals as needed.

4. The teacher communicates effectively with parents to insure maximum program benefits for the child.

5. The teacher assists in the planning of Preschool/Child Care Center activities.

6. The teacher assumes other assigned program responsibilities.

Personal Qualities

1. Careful of appearance, posture, grooming, dress, and social decorum.

2. Maintains a professional working relationship with employees.

3. Accepts criticism from colleagues and takes positive action in light of such criticism.

4. Demonstrates qualities of initiative, dependability, resourcefulness, and industry.

5. Works well with others and cooperates.

6. Demonstrates consideration, respect, and a warm friendly interest in individual children, and an understanding and appreciation of children's needs.

PRESCHOOL INSTRUCTIONAL AIDE--JOB DESCRIPTION

Under the direction of the school and/or program director and under the direction of the teacher in charge, the preschool Instructional Aide will assist in the preschool program as assigned.

AREAS OF SPECIFIC RESPONSIBILITY

Pupil Progress

1. Assists with the instructional program in the areas of physical, social-emotional, and language development.

2. Assists in building number and science concepts.

3. Assists in the development of creative abilities.

Learning Environment

1. Aides the teacher in maintaining a healthy and safe physical environment.

2. Assists the teacher in maintaining a clean, neat, and attractive room environment.

3. Assists the teacher by having the necessary learning equipment ready for use during specific activities.

4. Communicates effectively and appropriately with pupils.

Professional Competence

1. The aide seeks and takes opportunities to better himself professionally and educationally.

2. The aide adheres to professional ethics.

3. The aide works cooperatively and communicates effectively with other staff members.

4. The aide understands the purpose of the preschool program.

5. The aide is aware of the regulations and procedures as contained in the preschool staff handbook and carries out his/her assigned responsibilities.

6. The aide shares any beneficial techniques and experiences with his/her colleagues.

Adjunct Duties

1. The aide is required to participate in all preschool activities and is encouraged to attend other district/community activities.

2. The aide assumes other assigned program responsibilities.

Personal Qualities

1. Careful of appearance, posture, grooming, dress, and social decorum.

2. Maintains a professional working relationship with employees.

3. Accepts criticism from colleagues and takes positive action in light of such criticism.

4. Demonstrates qualities of initiative, dependability, resourcefulness, and industry.

5. Works well with others and cooperates.

6. Demonstrates consideration, respect, and a warm friendly interest in individual children, and an understanding and appreciation of children's needs.

LEGAL RESPONSIBILITIES

The person to whom the children are assigned is responsible for them for the total time they are assigned to the class. This is why it is important for the teacher to be with the class as much as possible. This responsibility can only be reassigned by administrative personnel in the District Office.

If you are having problems, with a child, that you and your team cannot handle, contact your supervisor for help immediately.

Also, if you think you may have trouble with a parent conference, call your supervisor for help and support.

Do not leave your children unattended by an adult for even a second for any reason. If a child hurts himself when he is not attended by an adult, the person in charge of the class is open to serious legal action. NEVER LEAVE A CHILD UNATTENDED BY AN ADULT.

Keep a strict count of your children. Count the children to see if all are there, especially during indoor and outdoor play.

ETHICS

We have accepted the responsibilities of helping educate young children. With this comes the responsibility of conducting ourselves in a manner that is worthy of the trust placed in us by the community. Any manner of living, acting, dressing, or talking that threatens this trust should be avoided. We are acting in a professional role and should conduct ourselves accordingly. All information must be kept confidential; be careful not to say anything when a parent is present.

Some days you will be tired. Some days things will go wrong. But you must keep a warm and happy environment for the children. Most days will be busy and happy. Share these days with the parents of the children. We must help them to become a part of our preschool. When the children learn and the parents participate in our preschool, we know we have done our job.

All of us must work for the good of the children. If problems come up in your relationship with your teammates, talk it over together before it becomes a big problem. But as with the children you teach, you must overlook the unimportant actions as we are not perfect. If you do talk the problem over together and still cannot agree, then contact your supervisor or resource teacher to help resolve the problems.

PROGRAM ACTIVITIES/COSTUMES

Preschool guidelines prohibit that any parent be charged or pay fees for any part of a preschool program, whether they can afford it or not. This applies to any play, program, or other activity during the school year which may require costumes. Any costumes, if needed, must be made of paper products purchased by the school.

If some parents volunteer to make their child's costumes out of material, you must politely refuse and tell them that all costumes will be made out of paper products.

Staff members are not to solicit donations of candy, goodies, etc., from any parent or business organization for any school activity.

Field trips: no fees will be requested or collected from the parents of preschool children for a field trip or any other activity. This is a regulation of the State Preschool Program.

The above guidelines will be adhered to at all preschool sites.

TEACHER AND AIDE SCHEDULE

All preschool teachers work a six hour day with a 45 minute lunch exclusive. Teachers assigned to morning class work from 8:30 a.m. to 3:15 p.m. unless assigned to a school where district scheduled bus arrives before teacher day begins. Schedule will then be assigned as needed by the supervisor. Teachers assigned to an afternoon class work from 9:30 a.m. to 4:15 p.m.

All preschool instructional aides work a seven hour day with 45 minutes lunch exclusive. Instructional aides work from 8:30 a.m. to 4:15 p.m.

Teachers get a ten minute break in the morning and a ten minute break in the afternoon. Instructional aides get a fifteen minute break in the morning.

Schedule breaks during Indoor and Outdoor Play before 11:00 a.m. for the morning and before 2:45 p.m. for the afternoon so there are always two remaining with the children while one takes a break. Give a copy of break schedule to your principal.

Each teacher is required to team teach in the classroom of the team teacher for one and one-half hours each day except Fridays. On Fridays teachers may use the time to catch up on paper work needed.

SCHEDULE FOR PRESCHOOL PERMIT TEACHER
SIX HOUR DAY

A.M. TEACHERS

8:30 - 9:00	Prepare - Plan - Get children from bus
9:00 - 12:30	Class - 10 minute break - Bring children to bus
12:30 - 1:15	Lunch
1:15 - 2:45	Team - 10 minute break
2:45 - 3:15	Plan - Home visits
3:15	Dismiss

P.M. TEACHERS

9:30 - 11:00	Team - 10 minute break
11:00 - 11:30	Plan - Home visits
11:30 - 12:15	Lunch
12:15 - 12:30	Prepare - Get children from bus
12:30 - 4:00	Class - 10 minute break - Bring children to bus
4:00 - 4:15	Prepare
4:15	Dismiss

STAFF LUNCH

Lunch is scheduled from 11:30 a.m. to 12:15 p.m. for P.M. teachers and 12:30 p.m. to 1:15 p.m. for A.M. teachers.

Lunch for instructional aides will be scheduled by the principal. The preschool staff can eat their own lunch with the children but must sit with the children at their tables. If the staff members elect to eat their own lunch with the children, they still have their 45 minute lunch break at the scheduled time.

Teachers and aides must clean up lunch area after children eat.

STAFF LOUNGE

A staff lounge is provided at each school site. The staff lounge is to be used by staff members for breaks and lunch periods. Breakfast may be eaten in the staff lounge before staff members' working day begins. Breakfast or snacks are not to be eaten in the classroom.

PRESCHOOL INSERVICE

All preschool staff are required to take part in a program of inservice training.

Before the beginning of each school year, the preschool staff are required to attend before-school inservice days. Then during the year a monthly Inservice Day is scheduled in the morning for the P.M. Teachers and in the afternoon for the A.M. teachers. Instructional aides will be included, with half going in the morning and the other half in the afternoon session when speakers are invited.

One full day of inservice will be given one month in the year.

SCHOOL VISITATIONS

The preschool staff have an opportunity to visit other preschool sites on the afternoon of their field trip days.

You must contact the preschool you wish to visit at least two weeks in advance to get their permission and you must inform your principal in writing of when and where you will be going. Pick up a Preschool Observation Visitation Report (PS #16) from the school secretary before you go. The Observation Visitation form must be completed and returned to your principal within two weeks.

HOME VISITS

Home visits are an important part of the preschool program. They are made for communicating with the parents about the child's progress, and to get necessary information about the child and his home environment. Another important purpose of the visit is to demonstrate to the parents suitable activities to practice at home as a reinforcement of the child's learning experience at the preschool. To find out why a child was absent from school should never be the main reason for a home visit.

Each preschool teacher is required to make two (2) home visits per week. Try to make an appointment before going on the visit whenever possible. Fill out the Home Visit Report (PS #4) for each visit and return all reports with your attendance records at the end of each month to the Preschool Specialist.

Home visits are to be made at time scheduled for home visits on Teachers Daily Schedule. The only exception is when requested by principal or preschool specialist for a specific reason.

ATTENDANCE AND ABSENCES
INSTRUCTIONS FOR KEEPING THE ATTENDANCE REGISTER SHEET

ATTENDANCE REGISTER SHEET

The register is a legal document for the purpose of recording daily attendance and absence and other information required for proper control and operation. This register must be kept in accordance with the Guidelines and the directions of the Superintendent of Public Instruction. Accuracy is of the greatest importance, as are neatness and care in recording attendance and other information. ALL ENTRIES MUST BE IN INK and should be legible, neat, and orderly. Any corrections necessary should be clearly indicated and made in a manner which will not be confusing or misunderstood.

This register should be available for inspection by any authorized representative of the State Department of Education. Falsification of this record is punishable. Records of attendance for every child shall be kept in order to ensure general compliance with applicable laws and guidelines.

Children must be placed on the color coded Attendance Register according to program placement of the child. (See Appendix A.)

PROCEDURES FOR KEEPING THE ATTENDANCE SHEET

Space is provided for recording attendance for a calendar month. Every day of the school year except Saturdays and Sundays and the Christmas vacation should be accounted for, including the opening and closing days of school. Write in days of the month on top of attendance sheet.

Names of Children

Enter the teacher's name and the names of the children. Enter surnames of all children enrolled in each program first.

Days of Attendance

Make no entry for any child for those days when the child is present for a portion of the class period or day for which he is enrolled.

Days of Absences

Enter all days of actual absences of an enrolled pupil for any reason, including absences due to illness or quarantine, by an "A" on the day or days absent.

Days Not Enrolled

Rule a line through all spaces representing days when a child was not a member of the class.

Excused Absences

1. Illness of child - impetigo, ringworm, pediculosis, doctor appointment.
2. Illness of the parent.
3. Quarantine.
4. Family emergency requiring the parent, and therefore the child to travel away from home.
5. Time spent away from home with a parent or other relative, as required by a court of law, or that is in the clear interests of the child.

Documents used to verify excused absence (statements signed by either a staff member, a parent, or a doctor) shall be maintained by the agency for audit purposes. Absences for reasons other than the above or any absence not verified shall be considered UNEXCUSED.

A child may be dropped from the program for persistent or prolonged absences. The decision to drop a child should be reached only after a meeting of the child's teacher, other appropriate staff if needed, and the parent.

Unexcused Absences

Absences for reasons other than the above, or any other absences not verified, shall be considered UNEXCUSED.

A child who has been classified, by a physician, as a carrier of a contagious disease and who is excluded from school for such reason may not be counted as absent due to illness unless he is actually ill.

Verification of Absence

For attendance purposes, absence must be verified by either:

1. school or public health nurse,
2. director,
3. teacher,
4. attendance clerk,
5. physician, or
6. other qualified employee assigned to make such verification.

Identification of absence due to illness or quarantine is to be made at the time that such cause of absence is verified. All verification of absence due to illness or quarantine should be completed before totals are entered in right hand columns.

After excused verification of illness or quarantine as the cause of absence, identify such absence by circling an A with blue or black ink (Example: (A)). ALL UNEXCUSED absences shall be identified with the A uncircled.

Certification

Teacher or other authorized employee must sign attendance record to certify to the record for the period represented on the page. (See Appendix B.)

Attendance

Attendance should be taken within a half hour of the beginning of every class; follow school procedure of reporting absences to the school office.

Absences

Check by a telephone call or a home visit the reason for any child's absence the day he is absent for morning classes. The afternoon classes will have to be checked the following morning when time is provided for this.

All reasons for absences if excused or unexcused must be recorded on the color coded Absence Record with all information completed on the program color coded absence sheets.

Special Symbols for Entering or Leaving

When a child enters a class, place one of the following symbols in the space representing the first day of attendance.

"E1" to identify and establish the entering date of a child enrolling for the first time this year.

"E3" to identify and establish date for any child entering by transfer from one class to another in a school, or from one site to another within the same agency.

"R" to identify and establish the date of return of a child who leaves a school and returns to the same school.

When a child leaves the class, place the following symbol in the space representing the last day of attendance:

"L" placed on the last day of actual attendance or absence to identify and establish the leaving date of a child transferring out of school.

"Ld" placed on the last day of actual attendance or absence to identify and establish the leaving date of a child transferring out of one class into another in the same school or to another school within the district.

In case a child has been absent for one or more days before it is known that he is leaving, enter the absence on the last day of absence, placing the proper symbol "L" above the A (Example: L/A.) Entries for children who are transferring from a school or class are to be made on the day such information is available. THE "L" OR "Ld" IS NEVER COUNTED IN THE DAY NOT ENROLLED COLUMN.

> Example: The child attends school on the last day of the school month. It is known that the child is not returning the first day of the succeeding school month. Do not carry child's name forward to the next school month. There will be no entries in Column 6 in connection with transfers of this kind.

Holidays

Holidays (Education Code, Sections 5201, 5202, 5209, 5210) should be indicated in the attendance sheet by writing in the name of the holiday in the column representing such days.

Inservice Day

Any day that school is closed for the purpose of teacher's Inservice Day is to be ruled out in the same way as a holiday and recorded as an "Inservice Day."

Day Not Enrolled

This column shall not include any holidays or any days for which absence is recorded, regardless of the length of such absence. Only those days (excluding holidays) during which the child was not a member of the class are to be recorded in this column.

Days of Absence for Other Than Illness or Quarantine or Not Excused

Only those days a child was absent for reasons other than illness or quarantine shall be recorded in this column: visiting out of town, shopping, missing the school bus, raining, death of family member not requiring going out of town. If in doubt, check with Preschool Specialist or Preschool Community Assistant.

STUDENT CUMULATIVE DATA RECORD

Each child is required to have a Student Cumulative Data Record. New children need to have one made out. If a child has been enrolled in our district before, he should have had one filled out and that one should be used.

All information should be printed. Pencil should be used except for the name of the child.

Page 1 - ALL information should be completed. Form No. 1 through No. 16, Preschool Education: If this is child's first year check (1), second year check (2), third year (3).

ITEM #

_____ 16. Preschool education (Check the number of preschool years COMPLETED.)
_____ 17-19 Present grade (Please place a check (✓) indicating the student's PRESENT grade and change numbers to 9-7-8.)
_____ 21-32 Preschool - Complete

SCHOOL PROGRAMS (The preschool specialist and school principal will provide the teachers with the following information.)

_____ 34. Please circle student's PRESENT grade
_____ 35. Free Lunch Program (Indicate all students receiving free lunch.)
_____ 38. State Preschool
_____ 39. Title VII Preschool (Write in if not on cum #43 is not PS.)
_____ 40. C.D.B.G. (Community Development Block Grant)
_____ 42. District Bilingual-Bicultural (All pupils)
_____ 45. ESL (Indicate those students who are participating in this program.)
_____ 46. SSL (Indicate those students who are participating in this program.)
_____ 48. Please circle student's PRESENT grade
_____ 49-52 Pre-test date
_____ 53. School

LANGUAGE (Please UPDATE this information in the Spring.)

_____ 54. Language in the Classroom (Indicate language most frequently spoken by student.)
_____ 55. Language on the Playground (Language most frequently spoken-use other sources as needed.)
_____ 56. Language at Home (Language most frequently spoken-use other sources as needed.)
_____ 57. Teacher Aide in the Classroom (Place a "1" in this column if there is a teacher aide.)

PK BSM TEST SCORES (LEVEL)

_____ 128-29 BSM Eng. Pre
_____ 130-31 BSM Eng. Post
_____ 132-33 BSM Spanish Pre
_____ 134-35 BSM Spanish Post

PK BETTYE CALDWELL

_____ 136-37 Eng. - Pre
_____ 138-39 Eng. - Post
_____ 140-41 Spanish - Pre Group 7

_____ 144-45 Eng. - Pre
_____ 146-47 Eng. - Post
_____ 148-49 Spanish - Pre Group 9
_____ 150-51 Spanish - Post

_____ 152-53 Eng. - Pre
_____ 154-55 Eng. - Post
_____ 156-57 Spanish - Pre Group 8
_____ 158-59 Spanish - Post

PAGE III - Place the first picture of child taken at school. Name should be typed in. All other information should be printed in pencil.

LAST PAGE - If child moves out of district the date left should be included where it says transferred.

_____ Circle Grade and change numbers

_____ Birthdate Verified

_____ Grade

SPECIAL SERVICES

The teacher is the key person in the class to detect children who may need help in guidance, psychology, counseling, or speech and hearing.

There is a Guidance Committee Form (SE & S-2) to be filled out by the teacher and given to the principal for any of these services. Your school secretary should have these forms available. Follow established guidelines when referring children.

HEALTH SERVICES

Physical Examination

Each preschool child is required to have a physical examination which should be completed prior to enrollment, but may be completed in the process of enrollment. This is very important and it must be stressed to the parents that the physical is a legal requirement and must be completed as soon as possible. If a parent does not receive Medical and cannot afford a private doctor, check with your preschool specialist and she will have information on where the parent can go, where parent may be charged on a sliding scale.

Immunizations

The Preschool child must have completed immunizations of measles, mumps, rubella and have started immunization of DPT and polio in order to be enrolled. The required immunizations after this must be completed when due or the child will be excluded from school.

Daily Health Inspection

An examination of each child for indication of illness must be done every day. Teachers do the daily screening and refer children with symptoms of illness to the nurse. If a child becomes ill or hurt during class time, follow procedures required by your school principal.

Health Education

Health Education is part of the preschool program and should be incorporated in your preschool activities. The school nurse is available if you need any help in planning lessons. The nurse can also be contacted if there are any parents needing assistance in the health and nutrition areas.

Report of Accidents

An accident report shall be completed, for each injury sustained by a pupil, and given to your principal. (The principal retains the original and he forwards the copy to the Superintendent.)

The accident report shall be completed and turned in to the principal, by the teacher in charge of the class, as soon as possible after the accident occurred.

For staff accident, contact your principal, who will fill out an employee accident report form with you.

Height and Weight

Each teacher is responsible to measure and weigh their children in the fall and spring of each year. This can be a learning activity in Social Living. The form is available from the preschool nurse and results are to be turned in to her.

FALL--Check children by the first week in October. Any child entering before December can be checked when they enroll. Children enrolling after November would be checked in the Spring.

SPRING--Children should be checked by May 31, and results turned in to the nurse.

CHILDREN'S LUNCHES AND SNACKS

Food and nutrition services are a required component of the preschool program. Each preschool child is given a snack and a hot lunch is provided.

Mealtimes are valuable learning experiences in addition to providing nutrition. All instructional staff members should sit with the children at snack and lunch time to:

1. build more mature language patterns.
2. lead discussions on the sources of various foods.
3. encourage the children to broaden their food tastes.
4. make children more perceptually aware of shapes, colors, flavors, and odors of food served.
5. promote mathematical concepts when serving children.
6. set standards at the table.

Staff members may not eat or sample any food or drink provided for the children. Staff may buy lunch from the cafeteria.

BUS CHILDREN

Parents of children who must ride the bus should be told of the bus stop and time of pick up and return at the time of enrollment. Please stress to the parents the necessity of their being on time to pick up the child or the child will be returned to the District Office. Then they must pick up the child at the District Office. If this happens more than 4 times, the child will loose his/her riding privileges.

Children riding the bus should have a name tag with their name, address, phone number, bus stop, teacher and school, pinned to them every day of the year. PLEASE UPDATE AS NEEDED.

Teachers can ditto them off to save time and energy if children forget to bring them back. Stress the importance of name tags to parents when they enroll their child.

Sample Name Tag:

(Please update information as needed)

Juan Morales
1735 Ave. de la Madrid
428-4554
Bus Stop: Blando Ln. and
Ave. de la Madrid
Willow School - Mrs. Garcia
Emergency Phone: 428-4466

It is the responsibility of the teacher and principal to see that the child gets home. If the parent doesn't pick up the child at the school or at the bus stop on time, make a home visit and talk it over with the parents. If it continues regularly, let your principal know and he can contact the parents about this problem.

SAN YSIDRO PRESCHOOL EXPLORATION TRIPS

Bus Field Trips

Field trips will be scheduled on a year to year basis depending on funding.

Field Trip Request forms must be filled out at a time indicated by the preschool specialist and turned in to your principal.

Parent Notices (PS #2) for trips MUST be filled out and sent to parents.

Parents are encouraged to go on trips when room is available on the bus, but only children enrolled in the preschool class may go.

Both morning and afternoon classes go on the same field trip in one bus. The children must arrive at their school site by 11:30 a.m. for each trip as the bus is needed for regular school pick up and return.

No fees will be requested or collected from the parents of preschool children for a field trip or any other activity. This is a regulation of the State Preschool Program.

Children will eat their lunch at school. Because of funding, parents cannot be served lunch at school. If parents wish to buy lunch, the cafeteria must be given notice the day before the trip. Parents may bring their own lunch from home if they wish.

Walking Field Trips

Walking Field Trips may be scheduled by the teacher. Field Trip Request forms must be filled out at least 1 week in advance or as directed by your principal and turned in to your principal for approval.

One (1) walking trip shall be taken in any one (1) week. Parent notices (PS #7) MUST be filled out and sent to parents in advance of the walking trip or walking trip will be cancelled. P.M. class must return by end of class day.

Teacher must get parents to participate on their walking trip.

SUGGESTED PRESCHOOL EXPLORATION TRIPS

Many Neighborhood Walks
(May need to be bus trips for some sites)

Child's Home
Grocery
Park
Farm

Fire Station (San Ysidro)

Police Station (San Ysidro)

Train Station and Bus Station (San Ysidro)

Chula Vista Shopping Center and General Roca Park (Chula Vista)

San Diego Main Zoo - Bus tour and Children's Zoo are not for preschool

Scripps Oceanography

Train Station (San Diego)

International Airport (San Diego)

Beach (Imperial Beach)

Seaport Village (San Diego)

Chula Vista Library

McDonald Restaurant (Chula Vista-San Ysidro)

Carls Jr. Restaurant (San Ysidro)

San Ysidro Library - Bus or walk

PRESCHOOL FALL AND SPRING TESTING PROGRAM

Test to be Used

1. Preschool children will be given the Bettye Caldwell test in both English and Spanish.

2. This will be followed immediately with the BSM.

Materials Needed for Testing

1. You should receive from your preschool specialist:

   a. Bettye Caldwell Manual (Bilingual)

   b. Bettye Caldwell Inventory Test booklets and ditto sheets for copy and color.

   c. Box of crayons

   d. 10 checkers

   e. 3 cars (red-yellow-blue)

   f. 3 boxes (small-black, medium-green, large-white)--(teacher can make)

   g. BSM Manual and Picture Book (Get at Processing Center)

   h. BSM Test Booklets and Class Sheet

2. You must get:

   a. Red pencil or pen for Spanish scoring

   b. Black pencil or pen for English scoring

   c. Primary pencil or black crayon - for child to use to copy shapes

   d. 3 boxes (small-black, medium-green, large-white)

Test Administration

1. Bettye Caldwell Test

   a. Language to be used:

      - All children will be tested in both English and Spanish in the Fall and Spring.

      - Test all children first in their second language.

      - Retest children in their native language when all children in attendance have been first tested in their second language. Try to get children for the second test in the same order as the first, so there will be as much time between the two tests as is possible but still continue testing. Children who are absent for the first test, should be tested in their second language as soon as they return, and be one of the last to be tested in their native language.

   b. Directions for administration and scoring:

      - Fill in all information on front cover of test booklets and only on ditto sheets for each child in your class as soon as possible. Use one test booklet and ditto sheet (for copy and color pages) for both tests. (See scoring information below.)

      - Read General Directions on page 2 and 3 in the English Manual and directions before each section of the test. THE TEST SHOULD BE ADMINISTERED EXACTLY AS STATED IN THE MANUAL.

      - Select an isolated corner of the room to give the test. Seat child to your left if your are right handed so your scoring will not disturb the child.

      - Scoring: Please use color coding as written in front of the Manuals to score right and wrong answers. USE RED CIRCLES (O) FOR SCORING IN SPANISH AND USE BLACK CROSSES (X) FOR SCORING IN ENGLISH. If a child answers your question in the opposite language in which you are testing, count it as a correct answer. WRITE TOTAL NUMBER OF RIGHT AND WRONG ANSWERS IN TEST BOOKLET, USING THE SAME COLOR CODING. Count Don't Know (DK) as wrong answer.

2. Bilingual Syntax Measure
   (ONLY FOR CHILDREN WHO WILL ENTER KINDERGARTEN NEXT YEAR)

   a. Language to be used.

      - Test first in native language and then in second language.

b. Directions for administration and scoring.

- Fill out front information.
- Follow directions given at September Inservice.
- Save booklets for Spring testing.
- Return Class Record Sheet to preschool specialist.

3. Return of Test Materials

a. All manuals and materials must be returned to your preschool specialist at the district office after tests are all complete. BSM materials go to Processing Center.

b. Used test booklets must be alphabetized (boys and girls together), bundled, identified, and kept in the school office for further reference.

4. Student Cumulative Record Card (Cum Records)

a. Write test score results on child's Student Cumulative Record Card for Bettye Caldwell and BSM tests. (Read section on Student Cumulative Record Card to see where to place testing scores of each child.)

REVIEW OF PRESCHOOL UNITS

The units of our preschool curriculum should be reviewed during March and April. This should be done in English and Spanish. Please check Social Living units in the PRESCHOOL CURRICULUM MANUAL for complete list. Examples of Review:

Self and Family

1. Greetings, Hello, Hi, Good morning, How are you?
2. What is your name? Who are you?
3. What is your name? How old are you?
4. Are you a boy? (Yes, or No I am a girl.)

Parts of the Body

1. Comprehension: Where is your head, finger, neck, mouth, leg, etc. Use mechanical magnetic man and songs.

2. Verbal Response: What is this? Point to parts of the body on the man, on the child, on yourself.

3. Instructional Activities: Open your mouth, nod your head, blow your nose, shake your hands, raise your arms up high, etc.

Colors

Know the colors--red, orange, yellow, blue, black, green, purple, brown, white.

1. Comprehension: Find or point to the red one, blue paper, green dress, etc.

2. Verbalization: What color is this? Teacher points, child responds. What color is your dress, your sweater, the paper, the crayola? What color is the grass, sky?

Objects in the Room

Comprehension and Verbalization in Sentences: Find the chair, table, door, box, window, blocks, doll, playhouse, car, truck, flowers, big ball, little ball, etc. What is this? a chair, a book.

Following Directions

Combine colors, objects in the room, prepositions, adjectives and number words:

1. Put the doll in the bed, on the chair, by the window.

2. Put 2 red counters under the table, 3 yellow counters in the black car.

3. The first boy in the line may get the flag, the last girl may get the drum.

4. Please stand up by the teacher. Run to the door; or around the room.

5. Sit on the chair, stand behind the chair, go to my desk, get the red pencil; give it to Mrs._____.

Mathematical Concepts

Teach in small groups according to age and ability. Give each child 7-10 counters and a paper 6" x 8":

1. How many do you have? (Count by pointing one to one.)

2. Put 2 red ones on your paper. Check each child. How many do you have? Count. Say 2.

3. Continue; put 4 on the paper; then 1, 3, 5, 7, 6. Also when they have a set of 5 or 6 say, "Point to the first one, the last one, the middle one, the second one."

4. Use your flannel board, placing the animal cutouts in two groups--sets (1-4) (6-2) (3-8). Which is more--this or this? Which is less?

5. Make finger shapes--circle, triangle, square, cross, line.

6. In your train unit you ask, "How many wheels on a car, truck, airplane, bus, tricycle, car and trailer?"--using the toys so they can count.

Make Comparisons

Which is bigger, a chair or a house? Use the toys or words they know.

Vocabulary Review Units

School Words, Helpers, Home, Clothes, Foods, Pets, Animals, Nature, Toys, Storybook Friends, etc.

INDIVIDUALIZED DEVELOPMENTAL RECORD

Each teacher is responsible for keeping a record of the Psychomotor, Readiness, and Social Development for each child enrolled. See Appendix C.

Children should be screened some time in October. If a child achieves an objective, a check should be marked in red pen or pencil. If the child does not achieve an objective, leave the square blank. In January check the objectives missed and if achieved, mark a check with blue pen or pencil.

In May check the objectives missed and, if achieved, mark a check with a green pen or pencil. If the child does not achieve the objectives leave it blank. In between these dates, if you know a child has achieved the objective mark a check in black pen or pencil.

For readiness items that should be achieved both in English and Spanish write an "S" (for Spanish) or "E" (for English) before the checks.

Please make sure the child can do the objective before marking it. All children do not develop at the same rate, so there may be children who cannot achieve an objective even after two years of preschool. But the objectives are a guideline to the teacher on what she should be working toward and as a base for individualized instruction.

When you have a majority of your children needing help in a particular objective, specific activities can be done with the whole group. If a few children need help, then group those children for specific activities in order to achieve the objective.

KINDERGARTEN ORIENTATION

What and Why We Have Kindergarten Orientation

1. To alleviate any fears of change in the children.

2. To help children look forward to the kindergarten experiences by taking them to visit a kindergarten classroom so they can see the activities and the environment and discuss them.

3. To stress similarities and promote continuity in the minds of the children.

Preschool Teachers and Kindergarten Teachers Plan for the Visit

Make your plans at least a week before the visit, some time in May. If you have not already observed in a kindergarten classroom, arrange an observation to a classroom where your children will attend kindergarten next fall, if possible. During this visit, or by telephone, schedule the visit for your children who will enter kindergarten next fall.

Include in your plans:

1. Time for the visit...Month...Date...Hour.

2. Activities children will see...those similar to preschool.

3. Who will go? Children who will be five years old by December 2, the state requirement for entry into Kindergarten.

4. Fill out Walking Trip Requests form for kindergarten visit (see procedure under walking trips).

PARENT PARTICIPATION

Preschool is designed to involve the parents in the education of their children.

When parents first come to the preschool class, they usually should be asked to observe, so that they may really know their child's program. As they return for subsequent scheduled visits, they should be given definite tasks to do, with an explanation of why they are doing them. Parents must be told at the time of enrollment that they must participate at least one day (3 1/2 hours) every three weeks as required by the project. If they cannot come for any reason, they must send someone over the age of sixteen to take their place. It can be an older child in the family, aunt, uncle, brothers, sisters, grandparants, neighbors, etc.

It is the responsibility of the teachers to schedule participation to see that there is always at least one parent or volunteer during class time each day.

Parents who participate must have a tuberculosis test and give their child's teacher the written results. The teacher should record the information on the child's registration where specified and the report given back to the parent.

Examples of some areas in which preschool parents can help are:

1. Story telling, dramatization.
2. Music (singing, teaching dances, etc.).
3. Art demonstrations.
4. Preparation of instructional materials (make use of fathers who are good at carpentry).
5. Participation and supervision of outdoor play (but not alone).
6. Participation and supervision during indoor play (but not alone).
7. Participation on bus and walking trips.
8. Making doll clothes.
9. Help with setting up bulletin boards.
10. Encouraging children to eat.
11. Special skills of individual parents that would be of help in our preschool program.

PARENT EDUCATION MEETINGS

Regular parent education meetings will be held each month at each school site. They will be held eight time a year beginning in October and should:

1. include topics related to the preschool child and program.
2. be deisgned to give parents skills in assisting in the classroom.
3. include subjects of interest to parents.

Some topics which may be of interest to parents are:

1. health and safety of children,
2. child behavior,
3. what parents can do at home to reinforce learning at school,
4. presentation of the Preschool program,
5. emotional needs of children,

6. emergency first aid, and

7. good nutrition for the family.

At the October meeting the parents should fill out the Parent Meeting Survey and see what they would like presented which would relate to their understanding and education of the preschool child, and incorporate their ideas in future meetings.

The date for each monthly meeting is selected by your principal.

Preschool teachers are responsible for planning and carrying out meetings at each site. Every month a planning meeting should be held with all preschool staff at each school site to:

1. Determine the place for the meeting. (In which classroom or in an assembly room.)

2. Decide on the subject and speaker.

3. Decide who is responsible for the following duties:

    a. Contacting the speakers, reminding them, sending thank you notes. ALWAYS secure your principal's approval.

    b. Preparing the notices for the parents in English and Spanish. ALWAYS secure your principal's approval (time, place, program).

    c. Ordering the chairs and other equipment needed in writing a week before the meeting, stating the time, place, date.

    d. Deciding who will be hostess at the meeting. Give welcome, introduce the speaker, district guests, others. Secure more chairs, check temperature, thank the speaker, close the meeting.

    e. Afternoon teachers set up the chairs and morning teachers take them out.

    f. If a change in date is made with approval of your principal, you must also check with the preschool specialist before setting date.

During the parent meeting, the morning children may remain at school if their parents attend the meeting. However, the children must remain in their classroom. Teachers will also babysit for younger children parents may bring. The hostess remains at the meeting until it closes. Other teachers and aides should arrange to spend at least ten minutes at the meeting. Remember to have your parents sign in. (Use PS #20.)

On meeting days you will have all the afternoon, and some morning, children in the room for lunch and other activities. On the day of the meeting, because of your duties, the schedules may include review lessons in both A.M. and P.M. sessions. Teachers usually phone parents to encourage attendance, and rooms have to be organized for the meeting, and the children's lunches.

Lunch schedule for teachers is also changed for parent meeting days. The afternoon teacher can go to lunch earlier and return earlier to help. The morning teacher may go to lunch after the meeting and cleanup are completed.

REMEMBER: PARENT MEETINGS ARE THE RESPONSIBILITY OF ALL PRESCHOOL STAFF. ALL MUST HELP.

PARENT LUNCHES

Because of funding there will be no free parent lunches. If parents wish to buy lunch, notice must be given to the cafeteria manager one day in advance in order to prepare enough food.

EQUIPMENT AND SUPPLIES

Requisition for Supplies

Each team will make out a requisition for supplies in stock on District Requisition Forms to be handed in to your school secretary. Order only supplies needed. Use all supplies carefully as we are allotted so much per year, and the cost is very high.

Repair and Care of Equipment

When equipment is in need of repair, notify your principal in the method he requests. Label equipment to be repaired with your: (1) name, (2) school, (3) classroom, and (4) what is to be done. Make sure label is securely attached.

How to Introduce the Equipment and Materials to the Children (blocks, puzzles, etc.)

Children should always be introduced to the material and equipment in the room and be taught the right way to use it. When you see a child misusing certain equipment or material, show him how to use it correctly. If he continues to misuse it, take it away for the day and tell him why; then show him the correct way again and tell him he may play with it tomorrow. Children should also learn the responsibility of putting the equipment away, with the help of the teachers at first and, later, on their own. Try to label the place (with a picture--hand drawn or from a magazine) where each item goes, including the different size blocks. Keep all equipment and furniture clean at all times. If you see any item that would be dangerous to the children, put it away, if possible, and inform your principal and preschool specialist.

LIBRARY MATERIALS

Each preschool site is assigned a library where materials can be checked out by the teachers. Make use of them to enrich your classroom teaching. All members of the team are responsible for library materials checked out of the library to be shared.

Books

Each classroom team may check out twenty children's books each month and keep them for one month only.

Records

There are records that are checked out at the beginning of the year for each classroom team. These records stay in the classroom and are returned at the end of the school year. There are also other records available to preschool that can be checked out for two weeks only, then must be returned to the library, and others can be checked out for two weeks.

Peabody Kit

There is one kit for each class team to be checked out in September and returned at the end of the school year.

Lesson Guides and Kits

All San Ysidro Preschool Curriculum Manuals, Preschool Handbook, Nutrition Kit, Multicultural Books, Peek Kit, etc., are available for checkout from the library.

Other Materials

There are many other materials available to preschool teachers, such as filmstrips, posters, and health kits. Ask your librarian about them and she will be glad to tell you what is available.

Items Checked Out

Teach your children the use of the materials. Keep kit materials together so items can't get lost.

Teacher

Month 19

SAN YSIDRO SCHOOL DISTRICT
PRESCHOOL DAILY ATTENDANCE RECORD

Names of Children																										4 Days of Actual Attendance	5 Absent Excused	6 Absent Un-Excused	7 Days Not Enrolled	8 Total
1.																														
2.																														
3.																														
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5.																														
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7.																														
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15.																														
16.																														
17.																														
18.																														
																										TOTALS				

1. Total days classes met during the month. . . . . _____
2. Gross enrollment: Beginning enrollment plus new enrollment of the month . . . . . _____
   Ending enrollment: Gross enrollment minus number dropped during month. . . . . _____
3. Maximum number child days (1 x 2). . . . . * _____

*Must equal number 8 above.

35

To the best of my knowledge and belief this Attendance Register is correct.

36

Signed _____

PE - 13

Appendix A

BEST COPY AVAILABLE

SAN YSIDRO SCHOOL DISTRICT
PRESCHOOL CHILDREN'S ABSENCE RECORD

Teacher _____ _____ Preschool Program

School _____ Room Number _____

Name of Child	Date(s) Absent	Reason for Absence(s)	Excused	Un-excused	How Parent was Contacted

I certify that the above information is correct.

_____ _____
Teacher's Signature Date

San Ysidro School District

BILINGUAL / BICULTURAL

PRESCHOOL

Individualized Developmental Record

SCHOOL _____

DATE _____

TEACHER _____

CODE

PSYCHOMOTOR DEVELOPMENT.....WHITE

READINESS SKILLS DEVELOPMENT.....YELLOW

PERSONAL-SOCIAL DEVELOPMENT.....PINK

For Readiness Skills Development:

1. write E (for English) and date
2. write S (for Spanish) and date

All objectives must be color coded dated when individual child achieves an objective-

October screening - date in red

January screening - date in blue

May screening - date in green

If child achieves objective between these months- date in black

Name	PSYCHOMOTOR DEVELOPMENT	The child is able to hold a crayon by his fingers	The child is able to jump	The child is able to copy a line	The child is able to copy a circle	The child is able to copy a triangle	The child is able to copy a square	The child attempts to draw a man	The child is able to walk on a straight line or balance board	
1										1
2										2
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25										25

PSYCHOMOTOR DEVELOPMENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
The child is able to cut on a straight line with scissors																									
The child is able to cut around a circle 8" in diameter with scissors																									
The child is able to hop on one foot																									
The child is able to ride the tricycle																									
The child is able to bounce a ball																									
The child is able to catch a ball																									
The child is able to run without difficulty																									
The child is able to string one inch beads																									

PSYCHOMOTOR DEVELOPMENT	The child is able to pour liquid into a container without spilling	The child is able to stack 10 hardwood blocks	The child is able to hold scissors correctly	The child is able to complete a puzzle of at least 5 pieces				
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25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	READINESS SKILLS DEVELOPMENT
																									The child is able to name the color blue
																									The child is able to name the color purple
																									The child is able to name the color orange
																									The child is able to name the color green
																									The child is able to name the color white
																									The child is able to name the color black
																									The child is able to name the color brown
																									The child is able to recognize a circle

READINESS SKILLS DEVELOPMENT	The child is able to recognize the color purple	The child is able to recognize the color orange	The child is able to recognize the color green	The child is able to recognize the color white	The child is able to recognize the color black	The child is able to recognize the color brown	The child is able to name the color red	The child is able to name the color yellow
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READINESS SKILLS DEVELOPMENT	The child is able to obey at least 3 of the prepositions presented to him.	The child is able to obey at least 5 of the prepositions presented	The child is able to add 5 parts to the incomplete man	The child is able to add 7 parts to the incomplete man	The child is able to add 9 parts to the incomplete man	The child is able to name 3 parts of the body	The child is able to name 6 parts of the body	The child is able to name 9 parts or more of the body
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READINESS SKILLS DEVELOPMENT	The child is able to recognize a square	The child is able to recognize a triangle	The child is able to name the circle	The child is able to name the square	The child is able to name the triangle	The child is able to count from 1 to 5	The child is able to count from 5 to 10	The child is able to identify sets from 1 to 3
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	READINESS SKILLS DEVELOPMENT									
	The child is able to count 5 objects when asked how many	The child is able to identify which group is more, less, or the same	The child is able to identify which object is bigger or smaller when asked	The child is able to identify which is first in a series of 3 objects	The child is able to identify which is last in a series of 3 objects	The child is able to identify which is in the middle in a series of 3 objects	The child is able to identify which object is heavy and light when asked	The child is able to identify which object is rough and smooth when asked
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25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	READINESS SKILLS DEVELOPMENT
																									The child is able to give his full name
																									The child is able to tell his sex
																									The child is able to indicate or tell his age when asked
																									The child is able to tell what school he goes to
																									The child is able to name his own drawing
																									The child is able to recognize the color red
																									The child is able to recognize the color yellow
																									The child is able to recognize the color blue

READINESS SKILLS DEVELOPMENT	Match a single object or picture with an identical one when presented with two other objects or pictures	Voluntarily participates in math activities during choosing time	Can recognize three cultures					
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	PERSONAL-SOCIAL DEVELOPMENT								
	The child is able to put toys, work material, and belongings away neatly	The child is able to follow simple directions	The child is able to wash his hands	The child is able to eat independently	The child is able to identify 5 community workers and how they help the community	The child is able to listen to a short story with interest	The child is able to set the table	The child is able to participate in role playing
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PERSONAL-SOCIAL DEVELOPMENT	The child is able to carry a chair safely	The child is able to carry a scissor safely	The child is able to handle a book properly	The child knows bathroom procedures	The child is able to share	The child is able to call attention to his own performance	The child is beginning to express sympathy to peers feelings	
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25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	PERSONAL-SOCIAL DEVELOPMENT
																									The child is able to help put things away
																									The child is able to understand the idea of taking turns
																									The child feels comfortable in the preschool setting
																									The child is capable of associative play
																									The child responds to adult suggestions
																									The child is able to uphold his own personal rights
																									The child is able to shift from one activity to another with relative ease
																									The child is able to participate in directed activity for 15 to 20 minutes

PERSONAL-SOCIAL DEVELOPMENT								
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